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ABSTRACT

The purpose of this study was to investigate nonintellectual variables (personality, attitude, etc.) that may be related to the academic performance of black students at the University of Maryland. Black and white samples were drawn from the 1968 freshmen class, and two personality measures were used: the California Psychological Inventory (CPI), consisting of 18 scales, and the Holland Vocational Preference Inventory (HVPI), consisting of 11 scales. Another variable examined was the University Student Census (USC), which is a questionnaire involving student opinion and certain personal information. Data was also obtained on high school extracurricular activities. The GPA at the end of the freshman year was used as the measure of academic success. Pearson correlations were made for each of the scales of the Inventories, point biserial correlation coefficients were computed for each of the extracurricular activities, and an eta coefficient was computed for the first 29 items of the USC; Pearson correlations for the last 17 items. The results indicated that significant relationships for the black students were the Social, Infrequency, and Masculinity scales of the HVPI as well as the Socialization, Communality and Achievement via Independence scales of the CPI. For the whites the Social, Artistic, Masculinity, and Status scales of the HVPI, and the Responsibility, Socialization, Self-Control, Tolerance and other scales were significant. (AF)

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NON-INTELLECTUAL CORRELATES OF BLACK AND WHITE STUDENT GRADES AT THE UNIVERSITY OF MARYLAND

C. Michael Pfeifer, Jr. & William E. Sedlacek

Research Report # 3-70

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Portions of this study were included in the Master's Thesis of the principal author, Department of Psychology, University of Maryland, 1970 .

Summary

The purpose of this study was to investigate nonintellectual variables (personality, attitude, etc.) that may be related to black student performance at the University of Maryland. Certain personality scales were found to be related to grade point average for both black and white students. For black students the Social, Infrequency, and Masculinity scales of the HVPI were significantly related to grade point average ($p < .05$), as were the Socialization, Communality, and Achievement via Independence scales of the CPI ($p < .01$). Significant relationships for the white group included the Social, Artistic, Masculinity, and Status scales of the HVPI, and the Responsibility, Socialization, Self-Control, Tolerance, Achievement via Conformance, Achievement via Independence, and Intellectual Efficiency scales of the CPI. Membership in an honor society and participation in student government in high school were significantly related to grade point average for blacks. Five University Student Census (USC) items were significantly related to grade point average for black students, and seven were related for white students.

The reader is cautioned against overinterpreting these data; the purpose of the study was to identify potential indicants of black student performance. This has been accomplished in that a number of potential predictors were identified. The next phase of the Cultural Study Center research program on black predictors and criteria will be to further study all the variables noted here to check the reliability of the findings and to ultimately work toward the identification of variables uniquely reflecting black experiences. At such time, specific recommendations will be made to the University on what variables to use in admissions and how to use them.

In an earlier study, Pfeifer and Sedlacek (1970) evaluated the selection procedures for black students at the University of Maryland. They concluded that while the Predictive Index did not appear differentially valid for blacks and whites, the sample of blacks used may not have been representative of all blacks. The types of blacks who decided to attend the University of Maryland in 1968, and who stayed in school the entire freshman year, may not have been representative of all blacks capable of college work. The additional measurement problem of restriction of range was also mentioned. Pfeifer and Sedlacek concluded that there is a continuing need to study the relative success of a broad range of blacks at the University. Although the standard predictors used for admission were predictive of success for the black sample studied, continued scrutiny of the validity of these predictors for future populations is necessary.

While the previous study by Pfeifer and Sedlacek dealt with intellectual or cognitive variables, it is the purpose of the present study to investigate non-intellectual variables that may be related to black student performance at the University of Maryland. More specifically, the writers will examine variables currently available at the University on black students. Hopefully, some predictors worth further exploration and development on a broader sample of blacks can be found. The utility of such an approach was noted by Epps (1969 a, p.6) in discussing research on black academic achievement: "... many significant experimental studies have failed to yield educationally significant results. Correlational studies can help experimental researchers to select educationally meaningful variables."

The third phase of the Cultural Study Center research program on black admissions will involve working with a variety of blacks off campus and in the community to develop predictors and criteria that reflect their experiences.

Academic prediction with non-intellectual variables in racially undifferentiated samples.

Several studies have investigated non-intellectual variables in hopes of increasing academic predictability. Holland (1959) combined scores on the Scholastic Aptitude Test (SAT) and the California Psychological Inventory (CPI) in a multiple regression equation for 1321 college freshmen. The subjects were National Merit Scholarship finalists. Zero-order correlations were computed for males and females separately, as well as for science and non-science majors, with the male and female groups, and for each separate school involved in the study. Although the pattern of scales which correlated significantly with college grade point averages (GPA's) differed slightly for males and females, science majors and non-science majors the overall level of the coefficients was the same. The overall level was higher, however, when the coefficients were computed for each school separately. Holland interpreted these findings as suggesting that achievement in the majority of colleges results from a general cluster of personality and aptitude variables, but that a given college may demand, in addition, a limited number of specific characteristics. Moreover, when CPI scales were combined with SAT scores in a multiple regression equation, the cross-validated multiple r's were two to three times as great as the zero-order r's obtained for the SAT alone. It should be noted, however, that the range of SAT scores in the sample was greatly restricted. The scores were clustered near the high end of the scale because all subjects were National Merit finalists. Consequently, the initial correlations of CPI scales with GPA were unusually low, and the cross-validated multiple correlations were less than .40. Considering the CPI scales individually, the Socialization, Responsibility, Social Presence, Achievement via conformance and Femininity scales were found to be the best predictors.

Holland (1960) examined correlations with GPA of high school rank (HSR), SAT, and several personality measures, including the Sixteen Personality Factor Questionnaire (16 PF), the National Merit Scholarship Student Survey (NMSS) and the Holland Vocational Preference Inventory (HVPI). His sample, again, was drawn from a pool of National Merit Scholarship finalists; hence the range of ability was again restricted, and the sample was affected by the "unknown biases which occur in student participation in the National Merit Program." Holland found high school rank to be by far the best predictor of GPA. A pattern of personality characteristics emerged which was associated with high college grades. These personality scales were shown to be correlates of high school rank as well, thus explaining the efficiency of high school rank as a predictor. The most effective non-intellectual predictors for the total samples were Superego, Persistence, and Play: variables of NMSS. Moreover, only two of the 16 PF scales indicative of creative potential were correlated with college achievement in the expected direction, while five scales were correlated in a direction which would suggest lack of creativity, and five other scales were not significantly related at all. Thus the college achiever is characterized as lacking creativity. Analysis of the correlation of personality scales with GPA in colleges grouped according to Ph.D. productivity indicated that colleges with different atmospheres tended to reward students with varying personality characteristics, although such moderation on the basis of college atmosphere never produced a personality variable as efficient as HSR in the prediction of college grades.

Goodstein and Heilbrun (1962) correlated GPA with the scales of the Edwards Personal Preference Schedule (EPPS) using a sample of 206 males and 151 females at the State University of Iowa. The correlations were partial correlations with scores on a vocabulary test partialed out. The vocabulary test correlated with

GPA .46 for males and .42 for females. Only one scale of the EPPS was significantly related to grades for males (Achievement), and no scales were related for females. Goodstein and Heilburn then divided the sample into groups of low, medium, and high intellectual ability on the basis of scores on the vocabulary test. Eleven scales of the EPPS exhibited significant ($p < .05$) correlations with GPA after moderation. Results were especially promising for middle ability males, for whom six scales were significant: Achievement, Affiliation, Intraception, Nurturance, Change and Endurance.

Melville and Frederiksen (1952) investigated the relationship between scores on the Strong Vocational Interest Blank (SVIB) and two measures of academic achievement: freshmen average grade and adjusted average grade. (The difference between each student's predicted freshman average grade and the freshman grade actually obtained.) Ninety-three engineering students at Princeton University constituted the sample. Eight of the correlations between freshman average grade and the Strong scales were significant beyond the .05 level, and twelve of the correlations between adjusted average grade and the Strong scales were .20 or higher.

Johnson (1969) reported on the ability of several scales developed from the SVIB to predict first semester grades for freshman males at the University of Massachusetts. The scales included the Rust and Ryan scales (which successfully differentiated between over, normal, and under-achievers at Harvard University), the Martin scales (which significantly boosted the multiple R in combination with SAT scores and high school rank at the University of Pittsburgh) and the Campbell and Johansson (1966) Academic Achievement Scale (developed at the University of Minnesota, and which correlated significantly with first year GPA, though it did not significantly boost the multiple R when used in combination with SAT and high

school rank.)

Subjects were administered the SVIB under two conditions: one in which they were told results would be used in discussing their educational plans, and one in which the results were purportedly to be used for placement in certain courses. Results indicated that the use of modified instructions did not greatly affect either mean scores or the magnitude of the correlations. The Rust and Ryan scales predicted GPA better than either of the other two sets of scales, especially the Overachievers minus Underachievers Scale. (The Rust and Ryan scales are four in number: Underachievers, Normal Achievers, Overachievers, and Overachievers minus Underachievers). The O minus U scale was significantly correlated with GPA for freshman males in the college of Arts and Sciences, for those in the school of Business Administration, and for both combined, as well as for samples divided according to predicted GPA into high, medium,and low. (Predicted GPA was determined by a multiple regression equation involving high school rank and SAT scores.) The multiple r's, however, were all below .40. The personality scales identify the successful student as one who is conservative, conventional, conscientious, lacking in mechanical interests and possessing passive feminine interests.

Academic prediction with non-intellectual variables in black samples.

Epps (1969b) identified two variables which had considerable value as non-intellectual predictors of academic achievement among northern and southern black high school students. These variables were self-concept of ability and conformity. With grades as a dependent variable, Epps obtained a median zero order correlation across geographical and sex groupings of .48 for self-concept of ability and -.32 for comformity. In other words, blacks who were confident of their own ability and who did not need to conform to the behavior of others got the highest grades. He found similar results using a vocabulary score and expected education as dependent

variables. The self-concept of ability measure used by Epps was based on the work of Brookover et al. (1962, 1965, 1967) and consisted of items such as "a person like me has a pretty good chance of going to college." Brookover et al. also demonstrated that self-concept of ability was modifiable and that changes in self-concept of ability were related to changes in academic achievement. The conformity variable studied by Epps (1969b) was based on the work of Rosen (1956) and Feagin (1965) and contained items such as "When almost everyone agrees on something, there is little reason to oppose it." Conformity is perceived as a concept similar to alienation. It is a negative correlate of sense of control.

Gurin et al. (1969) did a study on external and internal variables that motivate blacks. It was found that blacks who blamed themselves or believed that "fate" was responsible for their "disadvantaged" status had fewer individual aspirations and were less concerned with collective attempts to change society than the externally motivated blacks who believed there were social barriers to black achievement. Miller and O'Connor, (1969) found that the Achiever Personality scale of the Opinion Attitude and Interest Survey (OAIS) was related to black students receiving a passing freshman GPA while enrolled in a special program at the University of Michigan. In other words, blacks scoring high on the Achiever Personality scale had a better chance of receiving passing grades. Fricke (1965) defines the Achiever Personality scale as measuring academic motivation and conscientiousness.

Generally, there is a great shortage of data available on predictors and criteria of success for black students. Katz (1969, p.23) summarizes it as follows: "... psychologists have contributed little to the understanding of the motivational problems of disadvantaged students. Scientific knowledge

has barely advanced beyond the conventional wisdom of the teachers' lounge. In a sense, so few good data are available that virtually any competent foray into the area is bound to be fruitful."

The Current Study

The current study involved a search of non-academic variables to identify correlates of GPA in an attempt to better predict academic success for black students. The study was intended primarily as an overview of all data available. The interest was in identifying any variable which might be useful in the future for academic prediction. A stringent level of significance was thus not required; and the error of accepting a correlation which achieved significance by chance alone, due to repeated significance testing of the coefficients was not a prime concern.

Procedure

Subjects

All subjects were freshmen entering the University of Maryland in September, 1968. Black students were identified by inspection of admissions photographs. The identification was done by the Cultural Study Center in cooperation with the Black Student Union. 232 black students were identified in this manner. Sample sizes varied in the different analyses because data were not available for all subjects for each of the measures used.

A vast majority of new freshmen in 1968 were administered the CPI. A random sample of 200 was drawn from the CPI files after the black students had been withdrawn from the pool. The sample was drawn on the basis of the last four digits of the social security number. These students constituted the "white" sample, which in actuality was a "non-black" sample, consisting of not only

Caucasians, but other non-blacks as well. It can be assumed, because of the racial composition of the University, that the white sample is composed almost entirely of Caucasians.

Predictors and Criterion.

Two personality measures were used: the CPI and the Holland Vocational Preference Inventory (HVPI). The CPI consists of 18 scales, but an Anxiety scale developed by Leventhal (1966) was included as a 19th scale (see Gough, 1964). The HVPI consists of eleven scales (see Holland, 1965). Another variable examined was the University Student Census (USC) which is a questionnaire involving student opinion and certain personal information (e.g. hours spent in a part-time job, level of mother's and father's education, etc. The items of the USC may be found in Appendix A.) Data on high school extra-curricular participation were obtained from files of the Office of Admissions. Participation in interest clubs, music organizations, athletics, athletic related activities, publications and drama, as well as membership in honor society, student government committees, and elected student government office were thus determined.

As a measure of academic success, University of Maryland grade point average (MdGPA) at the end of the freshman year was used.

Analyses

In an effort to determine the non-academic correlates of academic success, several analyses were performed in racially homogenous samples. Any differences between black and white in the patterns of the relationships exhibited could thus be detected. Pearson correlations with MdGPA were computed for each of the scales of the CPI for a white sample of 193 and a black sample of 79. Pearson correlations with MdGPA were computed for the scales of the HVPI for a white sample of 164 and a black sample of 66.

The high school extracurricular activities data were dichotomized for each student: either participation or non-participation. Point biserial correlation coefficients were thus computed for each of the categories of extra-curricular participation. This was done only in a black sample of 107.

The first 29 items of the USC involved categorical responses to questions. As the responses could not always be ranked along a logical continuum, Pearson, or rank-order, correlations were inappropriate. An eta coefficient was computed for these items, using MdGPA as the criterion. The responses to the last 17 items of the USC were indications of the extent of agreement with statements along a continuum from "strongly disagree" to "strongly agree". Pearson correlations were computed for these data. These analyses were performed for samples of 107 black students and 145 white students.

An effort was made to increase predictability of academic success by combining the personality variables in a multiple regression equation with HSGPA, SAT-V, and SAT-M. The CPI and HVPI were combined with these measures for a sample of 82 white students. Only the CPI scales were used for the black sample because sample size did not permit inclusion of the HVPI. The analysis was carried out for a sample of 40, and the multiple R was cross-validated in an independent sample of 39.

Results

Zero-order Correlations of Personality Variables

Zero-order Pearson correlation coefficients for the scales of the HVPI with MdGPA are shown in Table 1 for both black and white samples. The correlations of the scales of the CPI with MdGPA are found in Table 2.

For the black sample, three HVPI scales were significant at the .05 level: Social, Infrequency, and Masculinity (negatively correlated). The white sample

showed four scales significant at or beyond the .01 level: Social, Artistic, Status and Masculinity (again negatively correlated.) Of the CPI scales, Socialization, Communality, and Achievement via Independence showed the most relation to MdGPA ($p < .01$) for the blacks; while Responsibility, Socialization, Self-control, Tolerance, Achievement via Conformance, Achievement via Independence, and Intellectual Efficiency were significantly ($p < .01$) related to MdGPA for the whites. Several other scales for both blacks and whites showed significant correlations at the .05 level.

High School Extracurricular Activities

Results of the analysis of black student extracurricular participation in high school are found in Table 3. Participation in two of these activities is significantly related to academic success: elected student government office ($p < .05$), and membership in an honor society, ($p < .01$).

USC Analysis

Correlations of the last 17 items of the USC, involving attitude measures, revealed that none of the items was significantly related to the MdGPA for the white sample (.05 level). Three such items correlated significantly with MdGPA for the blacks. Agreement with the following statements was associated with MdGPA: "Most of my courses are stimulating and exciting." ($r=.22$)($p < .05$); "Most instructors here act like they really care about students." ($r=.23$) ($p < .05$); and "The University should use its influence to improve social conditions in the state." ($r=.23$) ($p < .05$).

The correlation ratio (η^2) indicating the amount of relationship between responses on the first 29 items of the USC and Md GPA are shown in Table 4. The MdGPA means for each response alternative for each question of the USC which was significantly related to MdGPA are found in Tables 5 and 6. (Table 5 for the

black group, Table 6 for the white). Only two questions were significantly related to MdGPA for the blacks: Question # 9 ($p < .05$) and Question # 21($P < .01$). Question # 9 involves the estimation of the most difficult part of adjusting to college. MdGPA means for each possible reason indicate that those who expected selecting a major field of study or career to be the most difficult aspect of adjustment did most poorly (M=1.35), whereas those who expected budgeting time to be most difficult did best (M=2.27). Similarly, for Question # 21, those who indicated that lack of academic ability or inefficient reading or study skills would be the most likely cause of their having to leave the University did most poorly (M=1.49 and 1.52, respectively); whereas those who indicated financial reasons as the most likely cause did best (M=2.32).

Seven USC questions were significantly related to MdGPA for the white group: Question # 9, # 14, # 16, # 21, # 24 and # 25 ($p < .01$); and Question # 19 ($p < .05$). In contrast to the black group, those white students who expected selecting a major field or career to be the most difficult aspect of adjusting to college had higher MdGPA than those who answered Question # 9 differently, (with the exception that those who answered "getting to know other students" did just as well and those who responded "other" did even better.) The lowest MdGPA was found for those who expected "earning satisfactory grades" to be the most difficult aspect of adjustment. Similarly, the group of students who answered in the following way had higher mean MdGPA than those who chose other responses: 1) Those who devoted 30 or more hours per week to their studies, 2) those who expected to obtain an MD degree, 3) those who would seek help in improving reading skills, 4) those who were absolutlely certain they would obtain a degree, and 5) those who did not have a part-time job but planned to seek one. (Although on questions # 24 and # 25 the mean MdGPA was highest for those who answered "other", only 2 and 4 students, respectively, responded in this manner.) The groups of students with the lowest mean MdGPA answered in the following way: 1) Those who spent less than five hours

per week in their studies, 2) those who did not expect to obtain a bachelor's degree, 3) those who would seek help in learning to study more efficiently, 4) those who would leave the University because of lack of academic ability, and 5) those who would work more than 40 hours per week and earn more than $75.00 per week at a part-time job.

Multiple Regression Including Personality Measures

Including the CPI scales in a multiple regression equation with the HSGPA, SAT-V and SAT-M yielded a multiple R of.82 for a sample of 40 black students. The coefficient shrunk to .54 upon cross-validation in an independent sample of 39. A multiple R of .75 was obtained by including both CPI scales and HVPI scales in a multiple regression equation with HSGPA, SAT-V, and SAT-M for a sample of 82 white students. The cross-validation multiple R shrunk to .49.

Discussion

Tables 1 and 2 indicate that while some personality scales correlate significantly with MdGPA for both blacks and whites, there are some basic differences in the pattern of correlations. Three HVPI scales were significant for blacks ($p. < .05$): Social, Infrequency, and Masculinity (negatively correlated). The Social scale measures femininity, passivism, and dependency as well as sociability; the Infrequency scale measures self-deprecation and often identifies persons with a history of personal and vocational failure; and the Masculinity scale measures traits usually associated with the male role in society (see Holland, 1965). The HVPI is constructed so that an individual's response is a choice of occupation or vocation. A high score on the Infrequency scale indicates choice of unpopular, feminine or low status occupations; and likewise a low score on the Masculinity scale indicates a choice of feminine occupational roles. Thus, one type of black student who is successful at the University of Maryland is one who is willing to accept a lower status job typically filled by females. However,

such jobs include social service roles such as teacher and social worker.

Four HVPI scales were significantly correlated with MdGPA for whites ($p < .01$): as for the blacks, Social and Masculinity (again negatively correlated); but additionally, Artistic and Status. The Artistic scale indicates not only artistic interest and imagination, but anxiety, immaturity, and related concepts as well. A high score on the Status scale indicates choice of occupations with high prestige. It is interesting that the Infrequency scale, which was positively related for blacks, is negatively correlated ($p < .05$) with MdGPA for whites. Thus the HVPI scales,which correlate with MdGPA for the white population as for the black, define a passive, dependent, sociable personality; but unlike the black, the successful white chooses popular, high status occupations.

Considering only those CPI scales significantly related to MdGPA for the blacks at or beyond the .01 level, the personality characteristics related to academic success are: social maturity, seriousness, dependability, conscientiousness, as well as modesty, self-denial and conformity. Seemingly antithetical to the foregoing, the Achievement via Independence scale reached significance, which describes the successful black as being strong, dominant, and demanding. Thus the CPI and HVPI correlations with MdGPA generally support one another except for the CPI Achievement via Independence scale.

Likewise, considering only those scales reaching significance at or beyond the .01 level for whites, the personality characteristics related to academic success are: conscientiousness, responsibility, dependability, tolerance, intellectual efficiency, and self-control and freedom from impulsivity. Additionally, as for the black population, adjectives describing scales related to MdGPA include: modest, obliging, self-denying and conforming. Again, seemingly in opposition, the successful white scores high in the Achievement via Independence scale.

Summarizing, traits related to MdGPA for both black and white are docility and passivity. Several additional traits are related for white students. The major difference between the two races was a preference on the HVPI for feminine, low status jobs for the blacks; and a preference for prestigious, high status jobs for the whites. These conclusions are generally compatible with those of Epps (1969b) and Gurin et al. (1969) who found successful blacks to be those who had high aspirations and who felt they had control of their own lives. The reader is reminded here of the difficulty of comparing verbal descriptions of scales rather than empirically examining the scales themselves. For instance, an apparent discrepancy between Epps (1969b) conformity scale correlating negatively with grades and the CPI conformance scale correlating positively is because of differences in what the scales measure. Epps' scale measured perceived ability to control one's life, while the CPI scale measures an optimistic outlook and cooperative attitude (Gough, 1964). Also, Epps' study referred to high school performance while the present study deals with college grades. However, a potentially important apparent discrepancy exists between Epps' data and those presented here. One of Epps' major findings was that self-concept of ability was a positive correlate of high school grades; however, here it is found that the HVPI Infrequency scale, which purports to partially measure self deprecation correlates positively with college grades for blacks only. The more parsimonious explanations include those noted above (potentially different scales, and differences between high school and college) but these and other explanations need to be investigated further.

It is interesting to note that of the five CPI scales which Holland (1959) found to be the best predictors of academic success (Socialization, Responsibility, Social Presence, Achievement via Conformance, and Femininity) four

were significantly related to the MdGPA ($p < .05$) for the whites, and three were significantly related ($p < .05$) for the blacks. He found Socialization and Social Presence to be particularly effective. Socialization was one of the scales most closely related to the MdGPA for both black and white samples, but Social Presence was significant for neither.

The preceding analysis can be considered suspect from at least two points of view. First, as noted above, the ability to conjure a definitive personality type from verbal descriptions of several personality scales is dubious. Aside from amount of scale overlap there may be no single individual exhibiting the personality defined by the pattern of scales significantly correlated with MdGPA for the entire population. This could help explain why both the Achievement via Conformance and the Achievement via Independence scales were significantly related to MdGPA. Some individuals achieve success by conforming, others by asserting independence. Although both modes are successful, a given individual may use only one. It is thus impossible from these data to describe the personality which will enable a student to succeed. Only the pattern for the entire sample can be noted. Moreover, from a statistical point of view, the advisability of making repeated significance tests on a number of correlation coefficients is likewise questionable. None of the correlations were extraordinarily high, and some were bound to achieve significance by chance alone. Nevertheless, a conservative .01 level was reached by many scales in all but the black HVPI, and six scales were significantly correlated with MdGPA at the .001 level (considering both HVPI and CPI). So it seems that academic success does have definite personality correlates.

The real test of the utility of personality data is the boosting of the multiple regression coefficient in an equation which already contains the

standard predictors: SAT-V, SAT-M, and HSGPA. Hopefully, the personality scales account for a different portion of the variance than do such academic measures. Holland (1959) more than doubled the multiple R by adding CPI scales to an equation already including SAT-V and SAT-M. Including the CPI scales for the blacks raised the multiple R to .82, but the cross-validated coefficient fell to .54. It could be reasoned that such a large drop in the cross-validated multiple R resulted from the use of too small a sample, but it is more likely that the instability of the weights is due to inclusion of the personality scales. A sample of more than twice the size composed of white students was used to combine CPI and HVPI scales with SAT and HSGPA. The multiple R rose to .75 but fell to .49 on the cross-validation. The cross-validated coefficients were both lower than those obtainable without the use of personality scales.

Many schools ask for records of high school extra-curricular participation as a normal part of the admissions procedure. Ostensibly, this is for the purpose of selecting "well-rounded" people to compose their freshmen student bodies. Nevertheless, it is possible that extra-curricular participation is an index of motivation, interest or some other abstract trait related to success in college. It appears, however, that only two such activities are related to MdGPA by blacks and those two are the ones most closely related to academic achievement: membership in an honor society, and having held an elected student government office. It is thus unlikely that the use of traditional extra-curricular information could substantially increase predictability of academic success.

Of the first 29 items of the USC, the items which were most highly related to the MdGPA were those which gave an indication of how much time was spent in studying, or how much importance was attributed to school work. Questions # 9

and # 21, the only two significantly related to MdGPA for the blacks (and which were also significant for the white group) involve the importance of school work indirectly. Question # 9, which asks the most difficult aspect of adjusting to college, has several responses which are concerned with studying: c) earning satisfactory grades, f) budgeting time, and g) studying efficiently. Likewise, question # 21, dealing with reasons for leaving the University, offers three academic-related responses: f) disinterest in study, g) lack of academic ability, and h) inefficient reading or study skills. Blacks who are concerned with budgeting time (presumably deciding how much time to spend studying and how much to spend in other activities) received higher grades than others. Whites who were concerned with earning satisfactory grades (Question # 9) were justly concerned, for they had the lowest MdGPA. Similarly, blacks who perceived themselves as lacking academic ability or lacking reading or study skills (Question # 21) were perceiving correctly, for they did more poorly than other blacks. Thus the responses to these two questions appear to be related to academic matters and, of course, could be directly related to Epps'(1969b) findings on the importance to success of a strong self-concept of ability.

Not all responses to Questions # 9 and # 21 were academically oriented. Curiously, a student concerned with selecting a major or career was in the poorest group if he was black,but in the best group if he was white. Moreover, on reasons why they might leave school (Question # 21), the response group with the highest mean MdGPA was the group who answered "It would cost more than my family and I can afford" for blacks, and was "Absolutely certain I will obtain a degree " for whites. More concern over finances is understandable for the blacks, and the difference in performance between the races for those concerned with selecting a major may relate to Epps' (1969b) conclusion that successful blacks feel they have control over their lives, and the conclusions of Gurin, et

al .(1969) and of this study regarding aspiration level.

Questions # 14, # 24 and # 25 are directly related to the amount of time spent in studying. Question # 14 asks specifically how much time is devoted to studies. Those white students who answered the greatest number of hours per week had the highest mean MdGPA. Those who answered the fewest hours had the lowest MdGPA. Questions # 24 and # 25 deal with amount of time spent in a part-time job and income from a part-time job, respectively. Presumably, the less time spent working, the more time available for studying. White students who reported having no part-time job had the highest mean MdGPA for both questions. Those students reporting the most time at a job and the highest income had the lowest MdGPA.

Question # 16 is related to academic affairs, asking the amount of education expected in the student's lifetime. Those white students expecting to receive an MD did best, while those expecting a PhD, or EdD. were a close second. Those reporting that they did not expect to receive a bachelor's degree did most poorly.

Finally, Question # 19 deals with the areas in which students are interested in seeking counseling. Five responses deal with academic abilities: c) improving reading skills, d) learning to study more efficiently, e) improving writing skills, f) developing larger vocabulary, and g) improving spelling ability. Both the high and low MdGPA groups gave academically related responses. The high group was interested in improving reading skills, while the low group was interested in learning to study more efficiently.

The three attitude items from the USC significantly correlating with performance for blacks (see p10) are interesting. Being excited by coursework, feeling instructors care and feeling that the University should use its influence to improve social conditions could be viewed as an important part of feeling

accepted and that the University identifies with and is interested in solving black problems. Blacks who did not feel this way got poorer grades. Individual black students and student groups have often pointed to such variables as particularly important to blacks on campus.

Summary and Conclusions

The purpose of this study was to investigate non-intellectual variables (personality, attitudes, etc.) that may be related to black student performance. at the University of Maryland. Conclusions were that the blacks who got the best freshman grades were similar to whites on some variables, but different on others. Similarities between blacks and whites who did best were that they tended to be passive, cooperative but self-reliant, sociable, and members of student government or honor societies in high school. Higher achieving blacks, however, looked different from the higher achieving whites in that the blacks tended to have lower aspirations, were dependable and tactful, stimulated by coursework, and felt that their instructors and the University cared about them and social problems off campus. Again the reader is cautioned against over-interpreting these data; the purpose of this study was to identify potential indicants of black student performance. This has been accomplished in that a number of potential predictors were identified. The next phase of the Cultural Study Center research program on black predictors and criteria will be to further study all the variables noted here to check the reliability of the findings and to ultimately work toward the identification of variables uniquely reflecting black experiences. At such time, specific recommendations will be made to the University on what variables to use in admissions and how to use them.

Table 1.

Correlations of HVPI with MdGPA

HVPI Scale	Black Sample N= 66	White Sample N=164
Realistic	.04	-.13
Intellectual	.02	.16*
Social	.25*	.23**
Conventional	.20	-.03
Enterprising	.08	.02
Artistic	.12	.25***
Self-Control	.17	.01
Masculinity	-.26*	-.25***
Status	.12	.21**
Infrequency	.31*	-.16*
Acquiescence	.04	.10

* Significant at .05 level
** Significant at .01 level
*** Significant at .001 level

Table 2.

Correlations of CPI with MdGPA

CPI Scale	Black Sample N= 79	White Sample N=193
Dominance	.07	.12
Capacity for Status	.20	.15*
Sociability	-.01	.04
Social Presence	.09	-.10
Self Acceptance	.06	.01
Sense of Well-Being	.26*	.15*
Responsibility	.26*	.25***
Socialization	.38***	.23**
Self-Control	.10	.20**
Tolerance	.15	.27***
Good Impression	.10	.13
Communality	.34**	.13
Achievement via Conformance	.28*	.22**
Achievement via Independence	.35**	.32***
Intellectual Efficiency	.28*	.23**
Psychological Mindedness	-.08	.16*
Flexibility	.16	.09
Femininity	.19	.17*
Leventhal's Anxiety Scale	-.07	-.11

* Significant at .05 level
** Significant at .01 level
*** Significant at .001 level

Table 3.

Point Biserial Correlations with MdGPA
(Black sample only N=107)

Variable	Correlation
Student Government Office	.21*
Interest Club	.05
Athletic Related	.04
Athletics	-.09
Student Government Committees	.12
Music Organizations	-.01
Honor Society	.27**
Publications	.02
Drama	.04

* Significant at .05 level
** Significant at .01 level

Table 4.

Correlation Ratio (η^2) of USC Items to MdGPA

Question	η^2 for Blacks N=107	η^2 for Whites N=145
No. 1	.061	.011
2	.077	.040
3	.073	.053
4	.031	.028
5	.081	.025
6	.026	.050
7	.065	.064
8	.046	.060
9	.165*	.148**
10	.037	.037
11	.050	.041
12	.005	.014
13	.016	.076
14	.093	.169**
15	.056	.017
16	.119	.198**
17	.083	.022
18	.041	.058
19	.115	.113*
20	.090	.101
21	.221**	.161**
22	.020	.051
23	.085	.028
24	.104	.164**
25	.072	.142**
26	.074	.024
27	.107	.084
28	.027	.082
29	.033	.043

* Significant at .05 level
** Significant at .01 level

Table 5.

MdGPA Means for Response Groups of the USC questions
(Black Group N=107)

Question #	Responses
9	A: 2.03 B: 2.01 C: 1.70 D: 1.97 E: 2.10 F: 2.27 G: 1.73 H: 1.35 I: 1.97
21	A: 1.89 B: 1.72 C: 1.83 D: 2.32 E: 2.10 F: 1.65 G: 1.49 H: 1.52 I: 1.83

Table 6.

MdGPA Means for Response Groups of USC Questions
(White Group N=145)

Question #	Responses	Question #	Responses
9	A: 2.45 B: 2.48 C: 2.05 D: 2.67 E: 2.40 F: 2.56 G: 2.21 H: 2.67 I: 2.79	21	A: 2.80 B: 2.71 C: 2.30 D: 2.52 E: 2.45 F: 2.40 G: 1.86 H: 2.27 I: 2.51
14	A: 1.89 B: 2.38 C: 2.44 D: 2.36 E: 2.86 F: 2.25 G: 2.88 H: 2.87	24	A: 2.46 B: 2.65 C: 2.24 D: 2.50 E: 2.06 F: 2.11 G: 2.26 H: 1.93 I: 3.66*
16	A: 1.59 B: 2.30 C: 2.66 D: 2.83 E: 2.97 F: G: 2.04 H: I: 2.42	25	A: 2.61 B: 2.28 C: 2.30 D: 2.46 E: 2.00 F: 2.35 G: 2.28 H: 1.42 I: 3.10*
19	A: 2.36 B: 2.64 C: 2.96 D: 2.16 E: 2.30 F: 2.67 G: 2.20 H: 2.53 I: 2.48		

* mean based on fewer than 5 cases

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UCC-69

UNIVERSITY STUDENT CENSUS

Why?

This annual Census is the most thorough and comprehensive means by which the University can learn about student feelings from the total student body. At a time when communication is limited, here is one opportunity for students to convey their views on a variety of questions and issues.

How will this information be used?

For research studies, for planning and program development and for counseling and feedback to individual students. **If you wish to discuss any of the items, call the Counseling Center and we will be glad to make an appointment with you.**

Confidential

Your responses will be confidentially retained in the Counseling Center should you seek counseling and summarized for groups only. **None of your individual responses will be released to anyone else (inside or outside the University) without your expressed consent.**

1. You should now have two things:
   (a) **A University Student Census Booklet (this one)** - a series of questions and alternative answers which describe a student's background, activities, plans, etc. Please read **each** question and **all** of the alternative answers in order to decide which answer is correct for you.
   (b) **A Special Answer Sheet** that **requires the use of an ordinary No. 2 pencil.** (No ball point pencil or pen). You should have an eraser. A pencil with eraser is available if you need one. You are to fill in the entire marking space making a dark mark.
2. Below is a facsimile of the identification section of the answer sheet. The required information has been filled in correctly as an example of how you are to do it.

PRINT YOUR NAME IN THE BOXES PROVIDED. THEN BLACKEN THE LETTER BOX BELOW WHICH MATCHES EACH LETTER OF YOUR NAME.

YOUR LAST NAME												YOUR FIRST NAME						MI.
B	L	A	C	K								A	D	E	L	E		J

1	2	3	4	5	6	GRADE	BIRTH DATE MO.	BIRTH DATE YEAR		SEX	STUDENT NUMBER							
						3	JAN				1	2	2	3	1	1	2	1	1
							FEB												
0	0	0	0	0	0	5	MAR	0	0		0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	6	APR		1	B		1	1	1			1		
0	0	0	0	0	0	7	MAY	2			2			2	2	2		2	2
0	0	0	0	0	0	8	JUN	3	3		3	3	3		3	3	3	3	3

a. Print your name in the boxes provided and then blacken the letter box below which matches each letter of your name.

b. Fill in your **social security number** in the boxes provided labeled "Student Number." Then blacken the number box below which matches each number you entered.

c. In the boxes under the heading "Sex" fill in (B) for male or (G) for female.

d. In the boxes labeled "Birth Date," fill in the month and the last two digits of the year of your birth.

e. Under the column labeled "Grade", check your class standing. If your status is in doubt, approximate your class.
3=FR; 4=SO; 5=JR; 6=SR

3. Steps to follow in answering the questions:
   a. Items are multiple choice and the **total space** corresponding to the letter selected should be **blackened in.** Make all marks on the answer sheet and not in the booklet.
   b. Since "Other" or "None" can be used where you wish, **Please Answer Every Question.**
4. When you have finished, review your answer sheet and be sure that you have made a **black mark** for every question. If you have made a mistake or change your mind concerning an answer, you may erase. Be sure to make your erasure clean. Bring your completed answer sheet, this booklet and pencil to the Check out Station.

UNIVERSITY STUDENT CENSUS

1. Which of the following describes your current status at the University?
   - A. New freshman
   - B. New transfer student
   - C. Transfer student in earlier semester
   - D. Started as new freshman at College Park in earlier semester
   - E. Other

   NOTE: **If you answered A or B** (new student here), please answer all items relying on your **expectations** wherever you have no direct knowledge of the item.

2. To me, the **best** thing about the University is (choose one):
   - A. Campus atmosphere
   - B. Quality of instruction
   - C. Student activities available
   - D. Large size
   - E. Geographical location
   - F. My relationship with fellow students
   - G. Course subject matter
   - H. The way it is run
   - I. Other

3. To me, the **worst** thing about the University is (choose one):
   - A. Campus atmosphere
   - B. Quality of instruction
   - C. Student activities available
   - D. Large size
   - E. Geographical location
   - F. My relationship with fellow students
   - G. Course subject matter
   - H. The way it is run
   - I. Other

4. What impact has the Student Course Guide had upon your course selection?
   - A. Have been here less than a semester — does not apply
   - B. A great deal of impact
   - C. Some impact
   - D. Little impact
   - E. None at all
   - F. Other

5. How many different foreign countries, and states other than Maryland, have you resided in during the five years **prior to entering** the University?
   - A. None other than Maryland
   - B. One or two
   - C. Three or four
   - D. Five or six
   - E. Seven or eight
   - F. Nine or more
   - G. Other

6. Does the University have any procedures by which a student can earn course credit by taking an examination rather than taking the course?
   - A. Yes, and I know the procedure
   - B. Yes, but I don't know the procedure
   - C. Don't know
   - D. Doubt it
   - E. Sure that the University does not
   - F. Other

7. Which of the following contributed **most** to your own development during the past year?
   - A. Course work in my major field of interest
   - B. Extra curricular organization activities
   - C. Individual or independent research or study
   - D. Social life (dating, parties, etc.)
   - E. Course work in general
   - F. Friendships made
   - G. Job experience
   - H. Contacts with faculty member(s)
   - I. Other

8. During the past year I became well acquainted with the following number of University instructors or teachers:
   - A. Was not at the University last year
   - B. None
   - C. One
   - D. Two
   - E. Three
   - F. Four
   - G. Five
   - H. Six or more
   - I. Other

9. As you **expect or recall** it, the hardest part of adjusting to college is:
   - A. Getting to know faculty members
   - B. Being away from home and friends
   - C. Earning satisfactory grades
   - D. Getting to meet and know other students — both sexes
   - E. Meeting financial expenses
   - F. Budgeting time
   - G. Studying efficienctly
   - H. Selecting a major field of study and/or a career
   - I. Other

10. What is the **main** reason you feel there are few black students at the University of Maryland at College Park?

A. Blacks prefer to go to black colleges
B. The University discourages them from coming because of its tough academic reputation
C. The University's racist practices discourage them from coming
D. The University's racist image discourages them
E. Don't know
F. Other

11. What do you feel is the **best** way for the state of Maryland to provide higher education for blacks and whites?

A. Improve the quality of the predominantly black colleges in the state to bring them up to the level of the University
B. Require a certain % of white and black students at each college
C. Let things happen naturally with no further program
D. Work actively to draw whites to predominantly black colleges and blacks to predominantly white colleges
E. Other

12. Any university offers course work in a very wide variety of different fields (there are over 80 different departments within this University). Many students are interested in taking an occasional course in a field apart from their major and minor fields of study, but often do not do so. Why do you think this happens?

A. Students are reluctant to chance a possible poor grade in a field about which they know little.
B. Students take course work in fields about which they know the most
C. University and college requirements provide for all the general type of education a student needs
D. Other

13. **University Costs and Services:** The amount of services and facilities the University can provide students partly depends on (students' and parents') ability to pay for them. If costs were less, services would be less; if costs were more, services would be more. Which of the following **best** describes your view?

A. Costs should be much less
B. Costs should be somewhat less
C. Satisfactory as is
D. Costs should be somewhat more
E. Costs should be a great deal more
F. Other

14. How much time **per week** do you devote to your studies?

A. Less than 5 hours
B. 5 - 9 hours
C. 10 - 14 hours
D. 15 - 19 hours
E. 20 - 24 hours
F. 25 - 29 hours
G. 30 or more hours
H. Other

15. On the average, how many dates do you have in **a month?**

A. None
B. 1 or 2
C. 3 or 4
D. 5 or 6
E. 7 to 10
F. More than 10
G. Married
H. Other

16. How much education do you expect to get during your lifetime?

A. College, but less than a bachelor's degree
B. BA or equivalent
C. 1 or 2 years of grad. or prof. studies
D. Doctor of Philosophy or Doctor of Education
E. Doctor of Medicine
F. Doctor of Dental Surgery
G. Bachelor of Laws
H. Bachelor of Divinity
I. Other

17. How long ago did you decide upon your major field of study?

A. Junior year of college
B. Sophomore year of college
C. Freshman year of college
D. Senior year of high school
E. Junior year of high school
F. Sopomore year of high school
G. Before sophomore year in high school
H. Have not decided yet
I. Other

18. How certain are you of your vocational goal at this time?

A. No specific goal at present
B. Quiete uncertain
C. Somewhat uncertain
D. Quite certain
E. Clearly fixed vocational goal
F. Other

19. In which one of the following areas are you most interested in seeking counseling and/or educational skills services while at the University?

A. Counseling regarding vocational and educational plans
B. Counseling regarding emotional or social concerns
C. Improving reading skills
D. Learning to study more efficiently
E. Improving writing skills
F. Developing larger vocabulary
G. Improving spelling ability
H. Not interested in the above services at this time
I. Other

20. If you **remain** at the University and complete graduation requirements, which of the following do you think will be the **most important reason**?

A. College graduates get better jobs
B. A college degree is the **only** way by which I can enter my chosen job
C. Parents or relatives expect me to
D. The opportunity to meet and know many new and different people
E. College graduates earn more money
F. Experience gained from extracurricular activities
G. I enjoy studying and academic work
H. I must have a degree in order to enter graduate or professional school
I. Other

21. About 50% of university students typically **leave** before receiving a degree. **If** this should happen to you, which of the following do you think would be the **most likely** cause?

A. Absolutely certain I will obtain a degree
B. To accept a good job
C. To enter military service
D. It would cost more than my family and I can afford
E. Marriage
F. Disinterest in study
G. Lack of academic ability
H. Inefficient reading or study skills
I. Other

22. When did you decide upon your present **vocational** goal?

A. Junior year of college
B. Sophomore year of college
C. Freshman year of college
D. Senior year of high school
E. Junior year of high school
F. Sophomore year of high school
G. Before sophomore year of high school
H. Have not decided yet
I. Other

23. Where will you be living this semester?

A. Parents' or guardian's home
B. Other relative's home
C. Off campus room
D. Rent, own, or share an apartment
E. Fraternity or sorority house
F. University dormitory
G. Veterans family unit
H. Own or rent a house
I. Other

24. How many hours **per week** will you be spending in a part time job?

A. Do not have one, but hope to find one
B. Do not have one and do not plan to seek one
C. 1 - 9 hours
D. 10 - 14 hours
E. 15 - 19 hours
F. 20 - 29 hours
G. 30 - 39 hours
H. 40 or more hours
I. Other

25. What will be your approximate **weekly** income from the part time job?

A. Do not have part time job
B. Less than $10
C. $10 - 19
D. $20 - 29
E. $30 - 39
F. $40 - 49
G. $50 - 75
H. More than $75
I. Other

26. From which type of secondary school curriculum did you graduate?

A. Public High School: College-academic
B. Public High School: Commercial course
C. Public High School: General course
D. Parochial High School: College-academic course
E. Parochial High School: Commercial course
F. Parochial High School: General course
G. Private (Non-Parochial) High School: College-academic course
H. Private (Non-Parochial) High School: Commercial or General course
I. Other

27. What is the **main** reason you decided to attend the University of Maryland?

A. Relatively inexpensive
B. Geographical location
C. Offered kind of academic program I wanted
D. Friends or relatives **currently** attend
E. Friends or relatives **previously** attended
F. Did not get accepted elsewhere
G. H.S. counselor or teacher suggested the University
H. Other

28. **Father's Education:** Please indicate which of the following statements describes your father's education.

A. Less than high school diploma
B. High school graduate
C. Some college work at the Univ. of Md., but no degree
D. College degree from the Univ. of Md.
E. Some college work at another college in the state of Md.
F. College degree from another college in the state of Md.
G. Some college work at another college outside the state
H. College degree from another college outside the state
I. Other

29. **Mother's Education:** Please indicate which of the following statements describes your mother's education.

A. Less than high school diploma
B. High School graduate
C. Some college work at the Univ. of Md., but no degree
D. College degree from the Univ. of Md.
E. Some college work at another college in the state of Md.
F. College degree from another college in the state of Md.
G. Some college work at another college outside the state
H. College degree from another college outside the state
I. Other

Student Attitudes: Please indicate the extent to which you agree or disagree with each of the following 17 statements.

New Students—remember to respond to the items below with your expectations as to how things will be here.

A	B	C	D	E	F
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Other

Use any letter between A and F to indicate your feelings.

30. Most of my courses are stimulating and exciting.

30a. The University should actively recruit black students.

31. Most faculty advisors here act like they really care about students.

32. Most instructors here act like they really care about students.

33. Most administrators here act like they really care about students.

34. The University should use its influence to improve social conditions in the state.

35. University students have ample opportunity to participate in University policy making.

36. I am here for an education; let other people "get involved" on campus.

37. There should be a special college for new students undecided as to their major.

38. The University should suspend students who disrupt the normal operation of the University.

39. Most courses require intensive study and preparation outside the classroom.

40. Most organized student activities on campus are ridiculous.

41. Major University-wide events draw lots of support and enthusiasm.

42. There are many facilities and opportunities on campus for individual creative activities.

43. At the beginning of a course, there is no way to tell who will get what grades.

44. Channels for expressing student complaints are readily available.

45. I was a leader in high school.

PLEASE RECHECK YOUR ANSWER SHEET. You should have only one mark in every line of your answer sheet. Do not fold or wrinkle the answer sheet. Bring it, this booklet and pencil to the Check Out Station.

THANK YOU FOR YOUR COOPERATION.